Supporting State and Territory Efforts to Reduce Suspension and Expulsion

Kim Means, Annie Dalgetty, and Evelyn Keating, Child Care State Capacity Building Center
Susan O’Connor, National Center on Afterschool and Summer Enrichment
Anita Allison, National Center on Early Childhood Development, Teaching and Learning
Sunyoung Ahn, National Center on Early Childhood Health and Wellness
Nancy Darlington, National Center on Parent, Family and Community Engagement
Agenda

- Current research and implications
- State and territory strategies
- Peer networking
- Reflections
- Resources
Understanding the Problem: Our Point of View

• Expulsion is not a child problem; it is an adult decision
• Solutions must focus on the full context and not just on the child
• It is not a single-factor problem—it requires a multipronged approach
Definitions

• Suspension: temporary removal from classroom, program, or school
  ▪ In-school
  ▪ Out-of-school

• Expulsion: permanent removal
  ▪ “Soft” expulsion
  ▪ Expulsion
We Don’t Call It Expulsion...

• “Please pick your child up early today...”
• “Why don’t we have her stay home tomorrow; give her a break...”
• “Let’s have him join us for half days for a while.”
• “Our program just isn’t the best fit....”
• “We just can’t provide what your child needs.”
What Research Tells Us about Suspension and Expulsion...

• Suspension and expulsion are stressful, negative experiences that can impact child outcomes.

• Suspension or expulsion early in a child’s education predicts later expulsion or suspension.

• Young students who are suspended or expelled are 10 times more likely to
  ▪ drop out of high school,
  ▪ fail a grade, and
  ▪ be incarcerated.

Research Tells Us...

- Boys are 3½ times more likely than girls to be suspended or expelled (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)

- 4-year-olds are 50 percent more likely than 3-year olds to be suspended or expelled (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)

Research Tells Us...

- Black children make up 18 percent of preschool enrollment, but 48 percent of preschoolers suspended (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)

- Latino and Black boys combined make up 66 percent of all boys suspended, but only make up 46 percent of all boys in preschool (U.S. Department of Education Office for Civil Rights, 2016)

- Girls who are Black, Native Hawaiian, or Pacific Islander represent a larger percentage (30 percent or more) of out-of-school suspensions within their racial or ethnic group than girls within other racial or ethnic groups (U.S. Department of Education Office for Civil Rights, 2014)
Research

- A study in Chicago found that 42 percent of birth-to-3 child care programs had expelled at least one child in the previous year because of behavior (Cutler & Gilkerson, 2002)

- A 2017 study in Philadelphia found the following:
  - 26 percent of child care programs had expelled at least one child in the past year
  - Toddlers were just as likely as preschoolers to be asked to leave (Philadelphia Citizens for Children and Youth, 2004)
Dimensions

1. Structural quality
2. Child development knowledge
3. Racial disparities in discipline
4. Trauma-behavior connection
Source: BUILD Initiative.
Note: “QRIS” is quality rating and improvement system.
State Examples

• **Arkansas:** Ashley Abney, Assistant Director, Operations and Program Support, Division of Child Care and Early Childhood Education
• **Colorado:** Erin Mewhinney, Director or Early Care and Learning and Kathi Wagoner, Licensing Administrator, Office of Early Childhood, Department of Human Services
• **Maine:** Crystal Arbour, Child Care Services Program Manager, Office of Child and Family Services
• **Pennsylvania:** Amanda Cappelletti, Special Assistant, Office of Child Development and Early Learning
Common Policy Pitfalls

• Banning without supports or clear protocols
• Focusing only on the child’s behavior
• Lack of data
• No professional development beyond the “101”
• No technical assistance coordination
Peer Networking

• Spend two 25-minute periods with peer states
• Learn about state strategies
• Gain an understanding about the decision points
• Share lessons learned
Reflections

- Innovations
- “Aha” moments
- Most valuable information
- Who I want to follow up with
- What I still need to know
Resources


Resources

Resources


References


Cutler, A., & Gilkerson, L. (2002). *Unmet needs project: A research, coalition building and policy initiative on the unmet needs of infants, toddlers and families*. Chicago, IL: University of Illinois at Chicago and Erikson Institute

References


Technical Assistance

• Child Care State Capacity Building Center: https://childcareta.acf.hhs.gov/centers/child-care-state-capacity-building-center
• National Center on Afterschool and Summer Enrichment: https://childcareta.acf.hhs.gov/centers/national-center-afterschool-and-summer-enrichment
• National Center on Early Childhood Development, Teaching and Learning: https://eclkc.ohs.acf.hhs.gov/ncecdtl
• National Center on Early Childhood Health and Wellness https://eclkc.ohs.acf.hhs.gov/ncechw
• National Center on Parent, Family and Community Engagement: https://eclkc.ohs.acf.hhs.gov/ncpfce